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THIRD EDITION

STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS



BOARD OF PUBLIC EDUCATION

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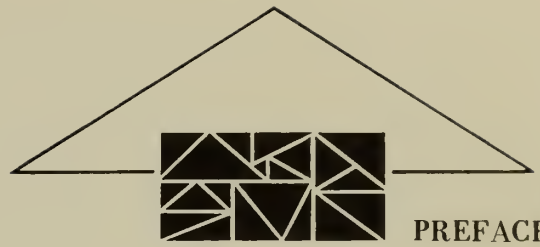
The symbol on the cover and inside pages of this publication is designed to signify two basic characteristics of a contemporary school: unity and movement.

Unity is expressed graphically through the assorted sized triangles which form the base, a rectangle. Each triangle symbolizes a force which contributes to a total, quality educational program. The component parts (students, teachers, administrators, parents, community, resources, facilities, etc.) form the whole (the school).

Movement is expressed graphically through the large triangular "umbrella" or "roof" in the shape of an arrow. The inherent movement in a school—changing teaching methods, mobility of students, the search for innovative and exemplary ways to satisfy the individual student's needs—is caused by the diverse forces which constitute the school itself.

STANDARDS FOR ACCREDITATION OF MONTANA SCHOOLS

AS AMENDED BY THE BOARD OF PUBLIC EDUCATION MARCH 8, 1976



PREFACE

A “standard,” according to Webster, is something used to determine whether or not a thing is as it should be. In Montana, standards for accreditation of schools serve two other purposes. First, they establish a measure of adequacy by specifying for schools the “minimum” upon which a quality educational program can be built. Second, they serve to insure the size, scope and quality of the minimum educational program available to the citizens of the state. All schools—public and nonpublic—are encouraged to exceed the minimum levels.

The standards cited in this publication were adopted by the Board of Public Education, the body delegated legal authority to establish and maintain suitable standards of accreditation for all Montana public elementary and secondary schools. Amendments as of March 8, 1976 are included in this edition. All standards herein are effective for the 1976-1977 school year with the exception of standards 312.2 and 333.5 which will be effective for the 1977-1978 school year and standard 223 which will be effective for the 1980-1981 school year; however, progress toward meeting those standards with a delayed effective date should be shown in the interim.

Amendments and revisions to the standards adopted by the Board in March 1976 and included herein followed a two-year review, revision and refinement process conducted by Superintendent of Public Instruction Dolores Colburg and staff and involved thousands of Montanans. Integral to the process were three major premises: 1) that standards cannot be static if they are to reflect changing education concepts and goals; 2) that more qualitative measures needed to be introduced; and 3) that self-evaluation and long-term educational planning should be reflected.

The Office of the Superintendent of Public Instruction is committed to providing service and assistance to local school boards in implementing and maintaining these standards; in doing so, much reliance is placed on the vision, competence and cooperation of local leadership.

Believing that periodic review of the standards is vital, the Board in March 1976 adopted the following policy: “The schedule for revision of the standards should be made each five years with special attention to be given at a designated annual meeting should there be a need for repeal or addition.” Although recommendations may be submitted at any time, the following steps have been designated to facilitate the review process: first, an item will appear in *Montana Schools* soliciting proposals from any interested person or organization; second, the State Superintendent will sponsor meetings of interested parties to discuss all proposals; third, the State Superintendent and staff will formulate recommendations on each proposal for the Board’s consideration; fourth, all proposals will be brought to the Board’s official attention for action; and fifth, school officials will be advised by the State Superintendent of any revisions effected. Questions or recommendations about any aspect of the accreditation process should be directed to the Superintendent of Public Instruction who also serves as Secretary to the Board of Public Education.

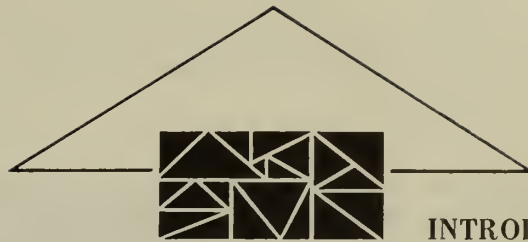
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INTRODUCTION

The constitution of Montana states that “It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state.” To further that constitutional mandate, every Montana school district has the responsibility of providing a thorough, comprehensive educational program. Every Montana student, regardless of economic status, sex, race, culture, or place of residence, deserves the opportunity to attend an educational program of high quality.

The Board of Public Education has defined basic quality education as “A process which can enable students to transform their potential into actuality.” Further, the Board identified eight dimensions inherent to that definition. Each is of equal importance; all are interrelated. To help students transform their potential into actuality, schooling should enable them 1) to learn who they are becoming; 2) to find joy in learning; 3) to communicate ideas, knowledge, thoughts and feelings; 4) to reason critically and creatively; 5) to assume social responsibility; 6) to further their creative ability; 7) to be effective in a changing world; and 8) to develop personal responsibility.

The quality of an educational program depends on a variety of components—the educational philosophy of the school’s administrative and teaching staffs, the scope of the curriculum and the condition of the school facilities.

Accreditation standards outline basic requirements for a minimal educational program and for the school environment. However, the State Superintendent and the Board of Public Education recognize that schools can and should provide more than the minimum in order to develop the full educational potential of each individual. Therefore, local boards of trustees are required to support and encourage the development and implementation of processes to assess the educational needs of each student.

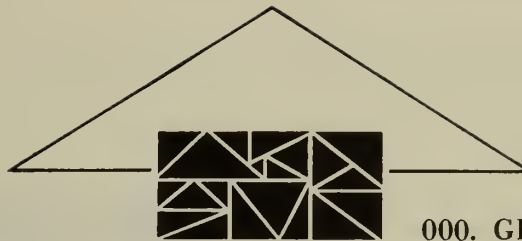
Education must adapt to change if it is to meet the demands of the present and to anticipate the needs of the future. These standards provide a point from which Montana school districts can proceed to meet and anticipate these demands.

The State Superintendent and the Board of Public Education also believe that flexibility is essential in the administration of any set of standards. When deviations from the accreditation standards are temporary or are caused by emergency situations, the State Superintendent and the Board will respond to an explanation of such deviations with special consideration and flexibility.

The standards which follow recommend certain practices which exceed minimum requirements. Schools meeting many of the recommended standards, in addition to meeting the minimums required, may receive accreditation for more than one year.

The standards also provide for self-evaluation and design of educational programs by persons most involved in these programs—local boards of trustees, school administrators, teachers, students, parents and others. On request, the State Superintendent will recommend an evaluative instrument to assist schools in their self-evaluation processes. Following a self-evaluation, a term visitation coordinated by the State Superintendent's office will assist the school district in carrying out its stated educational objectives.

Schools are encouraged to develop new and innovative teaching techniques, curriculum patterns, schedules and staffing designs. Programs which will depart from one or more of the accreditation standards require prior approval by the Superintendent of Public Instruction. Evaluation of the program is to be made during the initial year by local school personnel; annual followup evaluation will be maintained on approval of continuation.



000. GENERAL PROVISIONS

010. Accreditation Period

Public schools are considered for accreditation by the Board of Public Education in March prior to the adoption of their preliminary budgets for the ensuing school year. Private high schools and state schools are considered for accreditation in April. Recommendations for accreditation are determined by analyses of fall reports, other reports and visitation observations by supervisory personnel from the Office of the Superintendent of Public Instruction.

Schools meeting most of the recommended standards may receive consideration for accreditation for periods of up to five years by making application to the State Superintendent and by completing a self-evaluation to be followed by a team visitation to review and appraise the school. Schools may coordinate this latter phase with the Northwest Regional Accrediting Association to avoid duplication of team visitations by that association and the State Superintendent's staff.

020. Categories of Accreditation

021. Multi-Year Accreditation: School meets the minimum standards as herein described and (a) exhibits evidence of having met many of the recommended standards or (b) exhibits other evidence of operating an outstanding educational program and (c) provides a long-term plan for the continued improvement of the school's educational program. Multi-year accreditation may be granted for a period of up to five years.

022. Regular Accreditation: School meets minimum standards or deviations from standards are of a minor nature. Regular accreditation is for one year.

023. Accredited with Advice: School exhibits serious and/or numerous deviations from minimum standards; improvement is expected within the ensuing school year.

024. Accredited on Probation: School exhibits or continues to have serious and/or numerous deviations from standards or has substantially increased the seriousness of deviations over the previous year. The local school board and other administrative officers must adopt and submit a school improvement plan to the Superintendent of Public Instruction. This plan must provide a systematic procedure for the correction of infractions noted.

025. Non-accredited: School fails to have improved after having been accredited with advice or accredited on probation.

030. Certificate of Accreditation

A certificate of accreditation will be issued to each accredited school.

040. Apportionment of State and County Funds

Apportionment of state and county funds shall be made to accredited schools in accordance with the Constitution and Statutes of Montana.

050. Types of Schools

051. Elementary School: An organizational unit composed of any combination of grades K through eight.

051.1 Middle School: An organizational unit composed of any combination of grades four through eight. (Note: All portions of the middle school organization and program composed of a) grade six and lower shall comply with the standards for accreditation applicable to elementary schools and b) grades seven and eight shall comply with the standards applicable to junior high schools.)

052. Junior High School: An organizational unit composed of grades seven, eight and nine operating in conjunction with a senior high school and an elementary school.

053. High School: An organizational unit composed of any of the combinations which follow.

053.1 Senior High School: Grades 10-12 operating in conjunction with a junior high school and an elementary school.

053.2 Six-Year High School: Grades 7-12 operating in conjunction with an elementary school.

053.3 Four-Year High School: Grades 9-12 operating in conjunction with an elementary school.

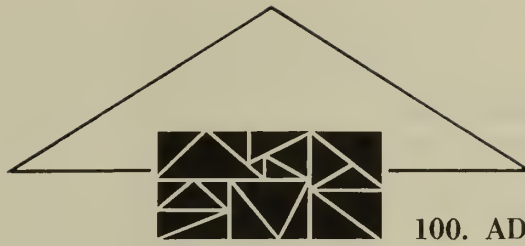
060. Approval of New Schools

To be eligible for accreditation, new junior high schools or high schools must be approved by the Superintendent of Public Instruction prior to their establishment.

A school operating for the first time or a school which was not in operation the previous year must comply with statutory requirements for the opening of a new school or the reopening of a closed school prior to such opening or reopening.

070. School Specialists

Specialists, para-professionals and teacher aides employed in a school will be considered in the evaluation of the entire school program for accreditation purposes. In cases where class enrollment is in excess of minimum standards, consideration will be given in determining the severity of deviation for those schools employing specialists, para-professionals and teacher aides.



100. ADMINISTRATION AND SUPERVISION

Under Montana school law, a local board of trustees is charged with the leadership, control and final decision-making powers of the school district. In fulfilling these responsibilities, the board works closely with the district's administrative, supervisory and instructional staff.

The advisory and policy-making activities of the board and administrators must be guided by a comprehensive philosophy which considers the function and the powers of the district, the duties and responsibilities of district staff and the goals of public education.

Because this philosophy should be a foundation for all of the educational activity of the district, it cannot be formulated by the board or administrative staff alone. The board of trustees, district administrators, teachers, students, their parents and the general community must be involved in determining the basic philosophy on which the educational program will be built. Once a philosophy is established, certain goals and objectives for the school program can be specified.

Each district also must define its operational policies and make them available to employees and patrons of the district so that everyone affected may be aware of the governing regulations.

The district superintendent serves as the executive officer of the board of trustees. One of the chief responsibilities is to translate board policy and directives into an operating educational program. The superintendent serves as a link between the board and the school, providing input and feedback both to the trustees and to school personnel and patrons.

The superintendent also has direct responsibility to oversee the district's instructional program. Instructional staff, principals, curriculum specialists and guidance personnel assist the superintendent in the supervision, evaluation and development of a thorough educational program.

Members of the administrative and supervisory staff should be persons of proven academic achievement and educational experience and should demonstrate effective leadership and communication skills.

Administrative and supervisory personnel also need time to provide more than routine inspection of the teachers under their supervision. Each teacher is entitled to continuous observation and individual follow-up conferences designed to improve the quality of instruction. For this reason, the standards recommend that administrative and supervisory personnel devote a major portion of their time to activities which promote the best educational techniques and approaches to meet the needs of each student.

100. ADMINISTRATION AND SUPERVISION

	Minimum	Recommended
110.	Board of Trustees	
111.	Meetings	
	Boards shall conduct regular monthly meetings and keep records in accordance with state law.	
112.	Philosophy and Objectives	112. A self-evaluation of the district's educational program shall be conducted every five years using the National Study of School Evaluation Evaluative Criteria or some other means of self-evaluation. Following the self-evaluation, schools are encouraged to utilize a visitation team of educators, students, trustees and lay citizens to validate the school's self-evaluation.
	112.1 Each school district shall formulate a written, comprehensive philosophy of education which reflects the needs of students. The school district shall publicize the availability of such document so that persons so wishing may secure a copy.	
	112.2 Each school district shall also formulate a statement of specific objectives which describes how its schools will meet educational needs in accordance with the district's particular philosophy. The school district shall publicize the availability of the statement of objectives so that persons so wishing may secure a copy.	
	112.3 Such statements of philosophy and objectives shall be reviewed annually by each school district and revised as deemed necessary.	
113.	Written Policy	
	113.1 Each school district shall have written policies which delineate the responsibilities of the board, the superintendent and personnel employed by the school district. Policies will be reviewed annually by the school district and will be available to employees and patrons of the school.	

100. ADMINISTRATION AND SUPERVISION

	Minimum	Recommended
114.	<p>Contracts</p> <p>Each district shall have valid, written contracts with all regularly employed administrative, supervisory and teaching personnel.</p>	
115.	<p>School Term</p> <p>Each school district shall schedule a school term consisting of at least 180 days, Monday through Friday, in accordance with state law. A Saturday may not count as an instructional day unless it is used as a make-up day when an emergency has closed school during the regular school week. In such emergencies, approval for holding school on a Saturday must be obtained from the Superintendent of Public Instruction except where an emergency is of one day's duration and is to be made up on Saturday of the same week, in which instance the district or county superintendent may approve the Saturday make-up day.</p>	
116.	<p>Relationship to District Superintendent</p> <p>The board of trustees shall transact official business with professional personnel and other employees through the district superintendent of schools except as provided in Sections 59-1601 through 59-1617 of state law.</p>	
117.	<p>Staff Evaluation</p> <p>The board of trustees shall adopt specific policies and procedures for evaluation of certified staff.</p> <p>A comprehensive individual personnel file based on specific evaluation of every teacher, principal, supervisor and other certified staff employed in the district shall be maintained. The individual being evaluated shall be provided with a copy of the written evaluation and shall be granted access to his/her evaluation file.</p>	<p>117. The policies and procedures shall be developed in consultation with administrators, teachers, other staff members and students.</p>

100. ADMINISTRATION AND SUPERVISION

	Minimum	Recommended
120.	District Superintendent	
121.	Each school district operating both an elementary school and a high school must have a superintendent who shall be certified in accordance with state statutes and with the policies of the Board of Public Education.	
122.	The district superintendent shall be responsible for the selection and assignment of all school employees and for the administration and supervision of the educational program, subject to the approval of the board of trustees.	
130.	Principal	
131.	The principal shall be certified in accordance with state statutes and with the policies of the Board of Public Education.	
132.	Requirements for the services of principals are determined by enrollments of schools or school districts.	
132.1	Any <i>school</i> with an enrollment of fewer than 150 students and not under the supervision of a district superintendent shall provide for supervision at the minimum average of two days per teacher per year either through the office of the county superintendent or through the shared services of elementary principals, subject area consultants and/or curriculum consultants.	132.1 Any <i>school</i> with an enrollment of fewer than 150 students and not under the supervision of a district superintendent shall provide for supervision at the minimum average of one-half day per teacher per month either through the office of the county superintendent or through the shared services of elementary principals, subject area consultants and/or curriculum consultants.
132.2	In any school <i>district</i> with a combined elementary and secondary enrollment of 50 but less than 150 students and where the superintendent serves as both elementary and secondary prin-	

100. ADMINISTRATION AND SUPERVISION

Minimum	Recommended
cipal, the superintendent shall devote half time to administration and supervision in <i>both</i> schools.	
132.3 In any school <i>district</i> where the combined elementary and secondary enrollment exceeds 150 but is less than 300, the superintendent may serve as half-time elementary or high school principal. The district must employ a half-time elementary or high school principal for the other unit in the district. The superintendent shall devote half time as principal of the assigned school.	132.3 In any school <i>district</i> where the combined enrollment exceeds 150 but is less than 300, the district shall employ both an elementary principal and a high school principal (in addition to the superintendent) who shall devote at least one-half of each school day to supervision and administration.
132.4 Any elementary or secondary <i>school</i> with an enrollment of 150 to 300 shall employ a principal (in addition to the superintendent) who shall devote half time to supervision and administration.	
132.5 Any <i>school</i> with an enrollment exceeding 300 shall employ a principal (in addition to the superintendent) who shall devote full time to supervision and administration.	132.5 Any <i>school</i> with an enrollment exceeding 300 shall employ a full-time principal for a length of time that includes supervision and administration of pre- and post-school year activities.
132.6 Any junior or senior high <i>school</i> with an enrollment of over 500 students shall employ an assistant to the principal who shall devote at least one-half of each school day to supervision and administration.	

100. ADMINISTRATION AND SUPERVISION

	Minimum	Recommended
	132.7 Any elementary <i>school</i> with an enrollment of over 650 students shall employ an assistant to the principal who shall devote at least one-half of each school day to supervision and administration.	132.7 Any elementary <i>school</i> with an enrollment of over 500 students shall employ an assistant to the principal who shall devote at least one-half of each school day to supervision and administration.
140.	Supervisory and Administrative Time and Clerical Assistance	
141.	Supervision and administration shall include a continuous inservice program for the improvement of instruction. A minimum inservice program shall consist of monthly meetings of staff devoted to instructional improvement. Classroom observation, analysis of teacher-pupil interaction, group or individual problem solving, demonstration teaching and follow-up conferences which improve the learning situation for students are examples of supervisory activities.	
142.	Each superintendent shall have a full-time secretary. Clerical assistance for principals and assistant principals shall be provided.	142. Each full-time principal shall have a full-time secretary. Clerical assistance for assistant principals shall be provided.
143.	Any district which has more than one secondary school (junior and/or senior high school) shall assign a secondary school curriculum coordinator for the instructional program. The coordinator may be one of the principals.	143. The school curriculum coordinator shall hold a Class 3 certificate endorsed for supervisor of secondary curriculum.
144.	Any district employing two or more elementary principals shall assign a coordinator for the instructional program. The coordinator may be one of the principals.	144. The elementary curriculum coordinator shall hold a Class 3 certificate endorsed for supervisor of elementary curriculum.

100. ADMINISTRATION AND SUPERVISION

	Minimum	Recommended
150.	Reports Report forms supplied by the Superintendent of Public Instruction and by any county superintendent must be completed and submitted to the appropriate office on or before the date indicated on the report forms. Forms shall be sent to local schools to insure adequate time for completion before reporting dates fall due.	
160.	Student Records	
161.	<p>Each school shall keep a permanent file of student records which shall include the name and address of the student, parent or guardian, birth date, academic work completed, level of achievement (grades, standardized achievement tests) and attendance data of the student. Student records shall be kept in a fireproof file or vault in the school building or, for rural schools, in the county superintendent's office. All new or remodeled buildings shall be equipped with at least a Class "C" fireproof vault.</p> <p>Each school district shall establish policies and procedures for the use of information stored in the permanent file which is in compliance with state and federal laws that assure an individual's privacy is respected.</p>	
162.	<p>A copy of the permanent record shall be forwarded upon request of an appropriate school official. Permanent records become inactive when a student is no longer enrolled. All inactive permanent records from a school that closes shall be sent to the county superintendent or the appropriate county official. Additional records and/or information may be transferred in accordance with school district policy which complies with state and federal laws that assure an individual's privacy is respected. School districts also shall</p>	

100. ADMINISTRATION AND SUPERVISION

	Minimum	Recommended
	establish policies and procedures which govern the period of time inactive student records other than permanent records need be retained.	
170.	Extracurricular Funds	
	A system of bookkeeping and annual auditing of extracurricular funds shall be maintained in accordance with state statutes.	
180.	Standard School Day	
	As provided in Section 75-7403, "A school day of pupil instruction shall be at least two (2) hours for kindergartens and all other preschool programs, unless a variance has been granted by the superintendent of public instruction in accordance with the policies of the board of public education, at least four (4) hours for grades one (1) through three (3), and at least six (6) hours for grades four (4) through twelve (12). The number of hours in any one school day for grades four (4) through twelve (12) may be reduced by one (1) hour if the total number of hours in the school week is not less than thirty (30) hours. The number of hours in a school week may be reduced, in an emergency, with the approval of the board of public education." (Note: See Section 75-6902 for eleventh and twelfth grade exceptions.)	
190.	School Morale	
191.	Cooperative and harmonious relationships among staff members, students, trustees, parents and patrons will contribute to a positive school atmosphere and general morale. As an example, such relationships can be promoted through cooperatively developed handbooks which interpret administrative policies to students, parents and patrons.	
192.	Excessive teacher turnover and lack of administrative continuity may indicate deficiencies in school morale and will be considered in the accreditation process. Each situation will be considered individually.	



200. PERSONNEL

Teacher certification, as required by Montana statutes, serves a dual purpose. First, certification procedures seek to assure the student, parents and the community of well-prepared teachers. Second, certification standards contribute to the professional growth of teachers by requiring them to continue training through advanced study.

If students are to be able to compete in today's complex society, they must have access to a large body of knowledge and must be able to utilize sophisticated learning techniques. Accreditation standards require that high schools shall employ at least four certified teachers in addition to the principal and superintendent. The standards also require that teachers be assigned on the basis of certificate endorsements and college preparation.

The quality of classroom instruction also is determined by several other factors. To make the best use of a teacher's talents, released time is required to develop lesson plans, to engage in research and to participate in training sessions. The standards, recognizing this need, limit the teaching load for a teacher to 28 hours per week except for one- and two-teacher rural schools.

Class load also affects the quality of classroom instruction. The standards prescribe maximum individual class size for grade levels and, at the secondary level, for particular kinds of classes. In addition to limiting class loads, the standards encourage schools to use para-professional assistance in the classroom.

Qualifications of auxiliary personnel—school nurses, social workers, speech therapists and psychologists—are not outlined in the accreditation standards. It is expected, however, that such personnel be hired on the basis of professional training, experience and knowledge.

Differentiated staffing and other staffing procedures that involve the utilization of teaching personnel to make optimum use of their talents, interests and commitments are encouraged. Differentiated staffing can include utilizing classroom teachers at different levels of training and competency, subject matter specialists, special service personnel, community resource persons and para-professionals such as teacher interns and teacher aides.

200. PERSONNEL

	Minimum	Recommended
210.	Certificates	
211.	All teachers shall hold valid Montana teaching certificates. Administrative personnel who teach also shall hold teaching certificates. All supervisory personnel shall hold appropriate certificates. The term "all teachers" shall be interpreted to include teachers involved in the classroom instructional activities of any federally financed program or project. An emergency authorization of employment is not a valid certificate; it is granted to a district which, under emergency conditions, cannot secure the services of a certified teacher. Neither study hall supervisors nor teacher aides need be certified; however, an instructional aide assigned to a classroom shall be under the direct supervision of that classroom's teacher.	211. All personnel coaching intramural or interscholastic athletics shall have successfully completed a course in first aid and emergency care and a course in the care and prevention of athletic injuries.
212.	In accordance with state law, salary shall be withheld from teachers who have not registered their certificates in the office of the county superintendent within sixty (60) calendar days after their term of service begins.	
213.	Transcripts All teachers shall file official transcripts of all college work in the office of their chief school administrator. If there is no district superintendent or principal, the county superintendent is the chief school administrator.	
220.	Teaching Assignments	
221.	Teachers shall be assigned at the levels and in the subjects for which their certificates are endorsed. See <i>Questions & Answers on Certification of Montana Teachers and School Administrators</i> , Office of the Superintendent of Public Instruction, Seventh Edition, October 1975.	

200. PERSONNEL

Minimum	Recommended
<p>222. Teachers holding certificates endorsed for general subject fields (e.g., general science or social sciences) shall have 15 quarter (10 semester) credits of preparation in any specific subject taught within the general area. See <i>Endorsement Requirements for Accreditation</i>, Office of the Superintendent of Public Instruction, September 1969 (currently under revision).</p>	
<p>223. Teachers in state-approved junior high schools shall hold valid Montana teaching certificates endorsed for appropriate levels and subjects. Certification at the elementary level based on a bachelor's degree entitles the holder to teach in grades kindergarten through nine. Teachers with such certification shall have a minimum of 30 quarter (20 semester) credits in all subjects which they teach at the ninth grade level. The proportion of teachers certified at the elementary or secondary levels shall not be less than one-fourth at either level. (Note: The last provision concerning proportion of teachers is to be fully implemented by the 1980-81 school year.)</p>	<p>223. The proportion of teachers certified at elementary or secondary levels shall not be less than one-third at either level.</p>
<p>224. Teachers of reading, including those at junior high or high school levels, shall have had training in the teaching of reading.</p>	<p>224. All teachers shall be responsible for helping students in reading in the subjects or courses they are teaching.</p>
<p>230. Teacher Load</p>	
<p>231. High School and Junior High School</p>	
<p>231.1 Schools shall employ at least four certified teachers or full-time equivalents in addition to the principal or superintendent.</p>	

200. PERSONNEL

Minimum	Recommended
231.2 Individual class size shall not exceed 30 students except where schools are experimenting and have the approval of the State Superintendent. Physical education and typing classes may have 45 students. Class size limits do not apply to instrumental or choral groups.	
231.3 No teacher shall have more than 28 clock hours of assigned student responsibility per week.	231.3 English teachers shall not be assigned more than 125 students per day, or they shall have the services of para-professionals.
<p>The number of students assigned a teacher per day shall not exceed 160. Typing and physical education classes shall be counted at two-thirds of the actual enrollment. Study halls, regardless of size, shall be counted as 15 students. Student limits do not apply to instrumental or choral groups. Library, guidance and study hall duties are assigned student responsibilities; however, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire school day.</p>	
232. Elementary	
232.1 In multi-grade classrooms, the maximum class load shall be as set forth below.	232.1 The certified staff shall be supplemented by para-professionals.
<p>Grades kindergarten, 1, 2 and 3: 20 students Grades 4, 5 and 6: 24 students Grades 7 and 8: 26 students</p>	
<p>Multi-grade classrooms that cross grade level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade.</p>	

200. PERSONNEL

Minimum	Recommended
<p>232.2 In single-grade rooms, the maximum class load shall be as set forth below.</p> <p>No more than 24 students in kindergarten No more than 26 students in grades 1 and 2 No more than 28 students in grades 3 and 4 No more than 30 students in grades 5 through 8</p>	<p>232.2 In single-grade rooms, the maximum class load shall be as set forth below.</p> <p>No more than 22 students in kindergarten No more than 24 students in grades 1 and 2 No more than 26 students in grades 3 and 4 No more than 28 students in grades 5 through 8</p>
<p>232.3 In one-teacher schools, the maximum class load shall be 18 students.</p>	
<p>232.4 No teacher shall have more than 28 clock hours of assigned student responsibility per week except for one- and two-teacher rural schools.</p>	<p>232.4 During the regular 6-hour teaching day, each teacher shall have 45 minutes of preparation and planning time. This time should be in addition to any regularly scheduled recess and lunch period. During this 45-minute period, the teacher will be free of any direct responsibility for students.</p>



300. SCHOOL PROGRAM

A program of instruction for students is the central reason for the school's existence. Every policy, activity and decision carried out by the board of trustees, the administrative personnel and the teaching staff should be directed toward strengthening that program.

The accreditation standards outline a minimum instructional program. Schools are urged to consider this program as a starting point from which they can expand course offerings to meet the increasingly specialized needs of students and society.

A district must formulate precise and realistic goals for its educational program. These goals will flow primarily from the stated educational philosophy of the district, but they also should take into account the particular aspirations, interests and abilities of students.

A major resource for curricular activities is the school library. In these standards, the term "library" includes instructional media centers, communication centers, or other titles used to describe this resource. An effective curriculum must be reinforced by a quality library and resource center. Teachers cannot be expected to remain completely abreast of the changes, reinterpretations and discoveries occurring daily in all fields of knowledge. Students and teachers, therefore, must have access to a well-stocked library which contains a basic core of reference books, fiction, periodicals, maps and other educational media. The library's resources should be updated and enlarged continuously to reflect the best of modern as well as classical thought.

Library facilities are as vital to the elementary curriculum as they are to middle school, junior high and high school curriculums. In all cases, these resources should reflect a variety of interests, subject areas and reading levels and should be easily accessible. School officials responsible for establishing the daily school schedule must assure that each student's daily schedule includes appropriate time allocations for efficient use of the library facility.

300. SCHOOL PROGRAM

	Minimum	Recommended
310.	Curriculum: High School and Junior High School	
311.	Curriculum Improvement Teachers, supervisors and administrators shall plan together the inservice programs for curriculum development and/or instructional planning.	
312.	Requirements for Graduation	
312.1	<p>A high school shall require a minimum of 16 units for graduation including ninth grade units; however, at its discretion, a board of trustees may require additional units of credit for graduation. A unit of credit shall be given for satisfactory completion of a full-unit course. At the discretion of the local administrator, fractional credit may be given for partial completion of a course.</p> <p>A unit of credit is defined as being equivalent to at least 225 minutes per week for subjects without laboratory work and 270 minutes per week for subjects that require laboratory work.</p> <p>The following is a list of suggested alternate procedures for earning credit. They are considered to be either consistent with or are satisfactory equivalents to the basic definition of a unit of credit.</p>	

300. SCHOOL PROGRAM

Minimum	Recommended
a) Satisfactory completion of the content of a course in a period of time either shorter or longer than that normally required. Criteria for successful completion should be developed as a guide for teachers, students and parents in assuring quantity and quality of performance, regardless of time involved.	
b) Credit given for satisfactory completion of summer school courses should be prorated in accordance with the policies of the local board of trustees.	
c) Satisfactory completion of special courses in such programs as Job Corps, Upward Bound and Armed Forces Schools. Credit given for satisfactory completion of such courses shall be in accordance with policies of the local board of trustees.	
d) Satisfactory completion of unusual experimental programs such as work-study programs, cooperative vocational work experience, and college level courses taken in high school. Credit given for satisfactory completion of such programs or courses shall be in accordance with policies of the local board of trustees.	

300. SCHOOL PROGRAM

Minimum	Recommended
<p>312.2 Course requirements for graduation have been established by the Board of Public Education.</p> <p>The board of trustees shall require the development and implementation of processes to assist staff members in assessing the educational needs of each student. Local boards of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests also shall be considered with respect to age, maturity, interests and aspirations of the students and shall be in consultation with parents or guardians. (Note: The provisions of this paragraph are to be fully implemented by the 1977-78 school year.)</p> <p>Language arts: 4 units.</p> <p>American history: 1 unit.</p> <p>American government: ½ unit. A 2-unit course in American history and American democracy, which includes a study of government, may be used to meet the American history and government requirements.</p> <p>Mathematics: 2 units.</p> <p>Laboratory science: 1 unit.</p> <p>Health and physical education: 1 unit.</p> <p>A school must offer at least a two-year program of physical education and specific instruction in health, the content to be adjusted</p>	

300. SCHOOL PROGRAM

Minimum	Recommended
<p>to provide for earning one unit of credit during the two-year period. Students must take health and physical education for two years. Participation in interscholastic athletics <i>cannot</i> be utilized to meet this requirement.</p>	
312.3 Transfer of Units of Credit	
<p>Units of credit earned in any accredited Montana high school shall be accepted in all Montana high schools.</p>	
312.4 Enrollment	
<p>In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years' enrollment.</p>	
312.5 Units of Credit Earned through Correspondence	
<p>In accordance with the policies of the local board of trustees, a regularly enrolled student may apply toward graduation credits earned through the National University Extension Association or earned through one of the schools approved by the National Home Study Council. Such units of credit, taken with the approval of the Montana high school in which the student was then enrolled and appearing on the student's official transcript, must be accepted in any Montana high school.</p>	

300. SCHOOL PROGRAM

	Minimum	Recommended
312.6	<p>Units of Credit Earned through Adult Education Classes</p> <p>In accordance with the policies of the local board of trustees, credit earned in adult education classes may be applied toward graduation requirements, provided that the conditions listed below are met.</p> <ol style="list-style-type: none">1) The adult education classes have been established in accordance with state law.2) The adult education classes are taught by properly certified teachers employed by the school district.	
312.7	<p>Units of Credit Earned through Summer Classes</p> <p>In accordance with the policies of the local board of trustees, credit earned in summer classes may be applied toward graduation requirements if the summer classes are taught by properly certified teachers.</p>	
313.	<p>Program of Studies</p>	
313.1	<p>High School</p> <p>Each high school shall offer at least 16 units of course work which shall include at least those given below.</p> <p>Language arts: 4 units.</p> <p>The basic minimum program in the four skills of communication (speaking, listening, reading and writing) is required each year.</p>	<p>313.1 Whenever possible, coeducational physical education shall be offered as an elective to students in grades 11 and 12 emphasizing leisure-time and life-time sports.</p>

300. SCHOOL PROGRAM

Minimum	Recommended
Social sciences: 2 units.	
Mathematics: 2 units.	
Science: 2 units.	
Health and physical education: 1 unit.	
A school must offer at least a two-year program of physical education and specific instruction in health, the content to be adjusted to provide for earning one unit of credit during the two-year period. Students must take health and physical education for two years. Participation in interscholastic athletics <i>cannot</i> be utilized to meet this requirement.	
Fine arts: 1 unit.	
Fine arts includes music, art, drama.	
Practical arts: 2 units.	
Practical arts includes home economics education, industrial arts, business education and agriculture.	
Two electives.	

RECOMMENDED
PROGRAM OF STUDIES

<u>Subject</u>	<u>Number of Students</u>					
	Up to 200	201-500	501-800	801- 1200	1201- 1800	Over 1800
	<u>Number of Units</u>					
Language Arts	4	6	7	8	9	12
Science*	3	5	6	7	7	8
Mathematics	3	5	6	6	7	8
Social Sciences	3	4	4	5	6	6
Fine Arts	2	4	5	6	8	10
Practical Arts	5	6	8	12	15	20
Foreign Language	2	2	3	3	6	9
Physical Education	2	2	2	2	2	2
Health Education	1	1	1	1	1	1
<u>Total</u>	25	35	42	50	61	76

*1 biological, 1 physical

Minimum

313.2 Junior High School

Each junior high school must offer the course work listed below.

Language arts: 3 years.

Social sciences: 3 years.

Mathematics: 3 years.

Mathematics offerings are to include both algebra and general math in grade 9.

Science: 3 years.

Health and physical education: 3 years.

Fine arts: music for 3 years; art for 3 years.

Practical arts: 2 years.

Recommended

300. SCHOOL PROGRAM

Minimum

Recommended

Practical arts includes home economics education, industrial arts, business education and agriculture.

In grade 9, units of credit must meet high school requirements as described in Standard 312.1.

320. Curriculum: Elementary

321. An elementary school shall have a minimum educational program that includes the subject areas listed below.

Language arts including reading, writing, speaking, listening, spelling, penmanship and English.

Arithmetic, oral and written.

Science and conservation.

Social sciences, including geography, history of the United States, history of Montana, agriculture and economics.

Fine arts including music and art.

Physical education.

Safety, including fire prevention as outlined in state statutes.

Health education.

Weekly time allotments for each subject area are flexible; however, in grades 1, 2 and 3, the standard school day must consist of four hours.

In grades 4, 5, 6, 7 and 8, the standard school day must consist of six hours. Daily time allotments do not include time allotted for the lunch period, and time allotments should be scheduled to give balance to the educational program.

300. SCHOOL PROGRAM

Minimum

Recommended

In developing a daily or weekly schedule, time allotments should be flexible for meeting the individual needs of children since all children do not need exactly the same amount of time in each subject area every day. Every teacher should prepare a daily or weekly plan of instruction. The subject area time allotment on the next page is offered as a guide and *is not mandatory*.

SUGGESTED STUDENT TIME GUIDE

<u>Subject Area</u>	<u>Grades 1,2,3</u>	<u>Grades 4,5,6</u>	<u>Grades 7,8</u>
<u>Percentage of Time Per Week</u>			
Language Arts Reading, Writing, Speaking, Listening, Spelling, Penmanship and English	40	30	20
Arithmetic	11	14	14
Science	9	11	11
Social Studies History, Geography, Government	9.5	11.5	11.5
Art	4.5	5	5
Music	4.5	5	5
*Physical Education	8	10	10
Health Education	4.5	5	5
**Unallocated	9	8.5	18.5

*One recess per day may be counted as physical education.

**May be utilized to expand any subject area, provide elective offerings, provide recess or opening exercises, or provide counseling services.

322. Basic instructional course material or textbooks in the fundamental skill areas of language arts, mathematics, science and social studies must be reviewed by school district personnel at intervals not exceeding five years. All instructional materials must be sequential and, in addition, must be compatible with previous and future offerings.

300. SCHOOL PROGRAM

	Minimum	Recommended
323.	A school district may utilize its own course of study if approved by the Superintendent of Public Instruction.	
324.	Curriculum Improvement Teachers, supervisors and administrators shall plan together the inservice programs for curriculum development and/or instructional planning.	
330.	Library Services: High School and Junior High School	
331.	Each school shall have a library where printed and nonprinted materials will be accessible to students and teachers.	
331.1	Each school district shall have written policies regarding selection and use of materials and services. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board.	
332.	Library Guide <i>The Guide for Montana School Libraries</i> , 1969, as developed by the State School Library and Audiovisual Committee and approved by the Superintendent of Public Instruction, shall be used as a basic guide for library procedures.	
333.	Personnel	
333.1	The full-time or part-time librarian shall have a teaching certificate with a library endorsement. The librarian must have competencies in both school library and audiovisual areas, as well as knowledge in fields of learning theory, communications and curriculum development.	

300. SCHOOL PROGRAM

	Minimum	Recommended										
333.2	<p>In senior high schools of 100 or fewer students, the librarian shall devote a minimum of 1½ hours a day in the library.</p> <p>One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.</p>											
333.3	<p>In junior and senior high schools of 101 to 300 students, the librarian shall spend a minimum of 3 hours a day in the library.</p> <p>One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.</p>											
333.4	<p>In junior and senior high schools of 301 to 500 students, the librarian shall spend full time in the library.</p> <p>One library aide shall be employed for each librarian, or the services of a student librarian or volunteer aide shall be available.</p>											
333.5	<p>Junior and senior high schools of 501 students shall have a full-time librarian and additional librarians at the following ratio:</p> <table style="margin-left: 40px; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;"><i>Enrollment</i></th> <th style="text-align: left;"><i>Librarian</i></th> </tr> </thead> <tbody> <tr> <td>501 to 1,000</td> <td>1-½</td> </tr> <tr> <td>1,000 to 1,500</td> <td>2</td> </tr> <tr> <td>1,500 to 2,000</td> <td>2-½</td> </tr> <tr> <td>2,000 to 2,500</td> <td>3</td> </tr> </tbody> </table> <p>(Note: The librarian/student ratio provisions of Standard 333.5 are to be fully implemented by the 1977-78 school year.)</p>	<i>Enrollment</i>	<i>Librarian</i>	501 to 1,000	1-½	1,000 to 1,500	2	1,500 to 2,000	2-½	2,000 to 2,500	3	
<i>Enrollment</i>	<i>Librarian</i>											
501 to 1,000	1-½											
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2,000 to 2,500	3											

300. SCHOOL PROGRAM

	Minimum	Recommended
	<p>One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.</p>	
334.	<p>Books, Reference Materials and Other Instructional Items</p>	
334.1	<p>The majority of titles in the library collection shall be selected by the library staff with the assistance of the teaching staff. H.W. Wilson Company's <i>Senior High School Library Catalog</i> and the <i>Junior High School Library Catalog</i>, Mary V. Gaver's <i>Elementary School Library Collection</i>, the American Library Association's <i>The Booklist</i> and Bowker's <i>School Library Journal</i> are recommended as guides to a basic collection. Some sources to aid in selection of media materials are <i>Media and Methods</i>, <i>The Audio-Visual Equipment Directory</i> published yearly by the National Audio-Visual Association, <i>Educational Product Report</i> from Educational Products Information Exchange Institute (EPIE), <i>Audiovisual Instruction</i> and <i>NICEM Indexes</i> from the National Information Center for Educational Media of the University of Southern California.</p>	
334.2	<p>A balanced distribution of titles shall be maintained in all classifications in keeping with the philosophy and objectives of the school and the interests of students, librarians, teachers and administrators who use the collection.</p>	

300. SCHOOL PROGRAM

	Minimum	Recommended
334.3	<p>The minimum number of instructional items, exclusive of government documents and textbooks, required in schools of various enrollments is provided below.</p> <p>200 or fewer students—2,400 instructional items including 1,920 titles with 1,536 titles to be nonfiction.</p> <p>201-500 students—4,800 instructional items including 3,840 titles with 3,072 titles to be nonfiction.</p> <p>501-1,000 students—7,200 instructional items including 5,760 titles with 4,608 titles to be nonfiction.</p> <p>1,001-1,800 students—9,600 instructional items including 7,680 titles with 6,144 titles to be nonfiction.</p> <p>Over 1,800 students—12,000 instructional items including 9,600 titles with 7,680 titles to be nonfiction.</p>	<p>334.3 At least 6,000 instructional items or a ratio of 20 per student, whichever is greater.</p>
334.4	<p>An adequate number of current encyclopedias and dictionaries shall be provided.</p>	
334.5	<p>Where rural schools have regular access to a bookmobile, consideration will be given to this source in meeting the library standards.</p>	
335.	<p>Periodicals</p>	
335.1	<p>Periodicals shall be selected to represent, as nearly as possible, all areas of the curriculum. Proper storage and filing space shall be provided for current and back copies of periodicals.</p>	

300. SCHOOL PROGRAM

	Minimum	Recommended																																																
	<p>Periodicals to fulfill minimum requirements should be selected from those included in the <i>Reader's Guide to Periodical Literature</i> or the <i>Abridged Reader's Guide to Periodical Literature</i>.</p>																																																	
335.2	<p>In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments is listed below.</p> <table border="0" style="margin-left: 20px;"> <tr> <td style="padding-right: 20px;">Students</td> <td>Periodicals</td> </tr> <tr> <td>200 or fewer</td> <td>25</td> </tr> <tr> <td>201-500</td> <td>30</td> </tr> <tr> <td>501-1,000</td> <td>40</td> </tr> <tr> <td>1,001-1,800</td> <td>50 (20% duplication permitted)</td> </tr> <tr> <td>Over 1,800</td> <td>75 (20% duplication permitted)</td> </tr> </table>	Students	Periodicals	200 or fewer	25	201-500	30	501-1,000	40	1,001-1,800	50 (20% duplication permitted)	Over 1,800	75 (20% duplication permitted)																																					
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300. SCHOOL PROGRAM

	Minimum	Recommended
	336.2 A minimum of \$1.00 per student shall be expended for media software.	336.2 A minimum of \$3.00 per student shall be expended for media software.
337.	Records All instructional center materials belonging to the school shall be properly inventoried and cataloged in the library. A shelf list and standard card filing system shall be used for all instructional material and equipment (printed and nonprinted) which will include necessary author, title and subject cards.	
338.	Facilities	
	338.1 Sufficient seating space shall be provided for 10 percent of the student body or for 25 students, whichever is greater.	
	338.2 Provision shall be made for magazine storage, work areas and individual study areas for viewing, listening and recording.	
	338.3 The library shall be open on all instructional days for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours. The staff shall provide students with instruction in the use of the media.	338.3 The library shall be made available to students and staff in the evenings.
340.	Library Services: Elementary	
	341. Central Library	
	341.1 Schools with more than 350 enrollment shall maintain a central library.	341.1 All schools which have separate grades shall have a central library.

300. SCHOOL PROGRAM

	Minimum	Recommended
	<p>341.2 Each school district shall have written policies regarding selection and use of materials and services. The selection and use of specific items of material, with the advice of the staff, are the responsibility of the local school board.</p>	
342.	<p>Library Guide</p> <p><i>The Guide for Montana School Libraries</i>, 1969, as developed by the State School Library and Audio-visual Committee and approved by the Superintendent of Public Instruction, shall be used as a basic guide for library procedures.</p>	
343.	<p>Personnel</p> <p>Schools with four or more teachers must assign a teacher with a minimum of nine credit hours in professional library training at a ratio of one full-time librarian to 800 students or a minimum of one hour per day, whichever is greater. In school districts employing a certified teacher with a library endorsement, trained para-professionals under the direct supervision of this librarian may be employed to meet this requirement.</p>	<p>343. Personnel</p> <p>The librarian shall have a teaching certificate with library endorsement.</p>
344.	<p>Books, Reference Materials and Other Instructional Items</p> <p>344.1 The majority of titles in the library collection shall be selected by the library staff with the assistance of the teaching staff. H.W. Wilson's <i>Children's Catalog</i>, American Library Association's <i>Basic Book Collection for Elementary Grades</i>, Mary V. Gaver's <i>Elementary School Library Collection</i>, the American Library Association's <i>Books for</i></p>	

300. SCHOOL PROGRAM

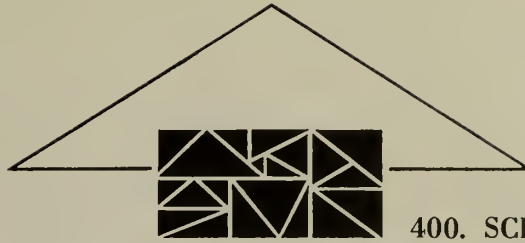
Minimum	Recommended
<p><i>Children and The Booklist</i> are recommended as guides to a basic collection. Some sources to aid in selection of media materials are <i>Media and Methods</i>, <i>The Audio-Visual Equipment Directory</i> published yearly by the National Audio-Visual Association, <i>Educational Product Report</i> from Educational Products Information Exchange Institute (EPIE), <i>Audiovisual Instruction</i> and <i>NICEM Indexes</i> from the National Information Center for Educational Media of the University of Southern California.</p>	
<p>344.2 With the exception of one-room rural schools, the minimum number of instructional items, exclusive of textbooks and reference books, shall be 500 or at least ten instructional items per student. Schools with an enrollment of more than 500 shall provide at least five additional instructional items per student. One-room rural schools must have a minimum of 100 instructional items.</p>	<p>344.2 The minimum number of instructional items, exclusive of textbooks and reference books, shall be 800 or at least 12 instructional items per student, until a school's enrollment reaches 500. Schools with an enrollment of more than 500 shall provide at least six additional instructional items per student.</p>
<p>Where rural schools have regular access to a bookmobile, consideration will be given to this source in meeting the library standards.</p>	
<p>344.3 One set of current encyclopedias of appropriate maturity level must be provided in each classroom above the third grade.</p>	
<p>Also, in the central library, one set of current encyclopedias must be provided.</p>	

300. SCHOOL PROGRAM

	Minimum	Recommended
345.	<p>Periodicals</p> <p>The minimum number of periodicals shall be two children's periodicals of appropriate age level for each classroom.</p>	<p>345. Periodicals</p> <p>A daily newspaper shall be provided for the central library.</p>
346.	<p>Budget</p> <p>346.1 After an elementary library has once assembled the minimum collection, the annual expenditure for the library collection, exclusive of textbooks, reference books, dictionaries and audiovisual material, must meet the following minimum expenditures:</p> <p>a school with 300 enrollment or fewer must budget \$4.50 per student or \$100 whichever is greater;</p> <p>a school with over 300 enrollment must budget \$1,350 plus \$2.50 per student over 300 enrollment.</p> <p>346.2 A minimum of \$1.00 per student shall be expended for media software.</p>	<p>346.2 A minimum of \$3.00 per student shall be expended for media software.</p>
347.	<p>Resources</p> <p>All instructional center materials belonging to the school shall be properly inventoried and cataloged in the library. A shelf list and standard card filing system shall be used for all instructional materials and equipment (printed and nonprinted) which will include necessary author, title and subject cards.</p>	
348.	<p>Facilities</p> <p>348.1 The central library shall provide space for 30 students with adequate shelves open to students and teachers at all times.</p>	

300. SCHOOL PROGRAM

	Minimum	Recommended
	348.2 The library shall be open on all instructional days for student and teacher use during all periods of the school day as well as immediately preceding and following regular school hours. The staff shall provide students with instruction in the use of the media.	348.2 The library shall be made available to students and staff in the evening.
350.	Guidance and Counseling: High School and Junior High School	
	351. Counselor Qualifications	
	Each full-time counselor and part-time counselor shall have a valid Montana teaching certificate and have at least 30 quarter hours (20 semester hours) preparation in guidance.	
	352. Counselor Time	352. A minimum equivalent of one full-time counselor for each 300 students shall be provided. All schools must have a counselor assigned for at least one hour a day.
	A minimum equivalent of one full-time counselor for each 400 students shall be provided. All schools must have a counselor assigned for at least one hour a day.	
	353. Facilities	
	353.1 A separate room specifically designed for guidance and counseling shall be provided. (See also Standard 160.)	353.1 A room or rooms wherein counselors may conduct testing, group guidance or small conferences shall be provided.
		353.2 Adequate space and facilities for clerical assistance shall be provided.
		353.3 A guidance library shall be provided which is available to all students.
360.	Guidance and Counseling: Elementary	
	Guidance and counseling service shall be provided.	



400. SCHOOL FACILITIES

The primary duty of a district with regard to school facilities is to safeguard the health and well-being of the children enrolled in its schools. The Montana State Department of Health and Environmental Sciences (formerly the Montana State Department of Health) has published *School Environment Guide, Law and Regulations*, which outlines the minimum health and safety standards for Montana school structures.

In addition to sufficient classroom space, a quality educational program needs facilities for science, music, art, vocational education and guidance programs. Adequate recreational facilities are necessary to provide students the opportunity to develop physical as well as mental skills.

The environment offered by the school plant has a direct effect on the tone and spirit of the school. Bright, well-designed and well-maintained buildings make a positive contribution to a student's attitude toward school.

As with other components of the educational program, school facilities should reflect, insofar as possible, the district's total educational philosophy.

410. Site and Grounds

411. The area must be of sufficient size to provide adequate space for school facilities and activities and must be located so as to conform to state and local building requirements.
412. New and remodeled schools must comply with requirements outlined in *School Environment Guide, Law and Regulations*, published by the Montana State Department of Health and Environmental Sciences, 1963.

420. School Plant and Facilities

421. The school plant and facilities must be adequate for the number of students enrolled and for the curriculum offered. Also, facilities must be constructed and equipped to safeguard health and to protect students and staff against fire and other hazards.
422. All high schools, regardless of enrollment, must have at least four general classrooms in addition to a study hall and a library. All rooms shall be neat, clean, well lighted, attractive and adequately heated and ventilated.
423. Schools must provide a special room with the necessary equipment for emergency nursing care and first aid.

424. Lunch rooms shall meet state standards for food handling establishments and the standards established by the Superintendent of Public Instruction. (See *State of Montana Sanitary Code for Eating and Drinking Establishments* issued by the Montana State Department of Health and Environmental Sciences, latest edition.)
425. New construction, enlargement or remodeling of any building to be used for public school purposes must be approved by the Superintendent of Public Instruction, the Montana State Department of Health and Environmental Sciences and the State Fire Marshal.
426. The furnishing and equipping of the school building shall be sufficient in quality and quantity to support a quality educational program. Hygienic requirements and adaptability to various school and classroom activities should be carefully considered in the selection of school equipment and materials. Adequate storage space, convenient to classrooms, should be provided for equipment and materials.
427. A standard size flag of the United States of America shall be displayed in accordance with state law. The Montana state flag must be properly displayed in an appropriate location in the building.

430. Maintenance

431. The school grounds and buildings must be maintained in such manner so as to assure the health and safety of students and staff.
432. Custodial service and heating, lighting, ventilation, water supply and lavatories shall be such as to assure hygienic conditions for students and staff. Standards of the Montana State Department of Health and Environmental Sciences must be met.

440. Safety

441. Regular fire drill instruction and fire drills must be conducted in accordance with state statutes.
442. Precautions for protection against disasters such as blizzards, fires, floods, earthquakes, bomb threats, or nuclear disasters must be taken throughout buildings and grounds.
443. Safety precautions must be taken for the protection of students and staff against injuries in all buildings and on all grounds, particularly on playgrounds and in laboratories, shops and gymnasiums. Special provisions must be made to protect students while operating power machinery.
444. Gas supply lines serving science laboratories, home economics rooms, shops or other rooms utilizing multiple outlets shall have a master shut-off valve that is readily accessible to the instructor or instructors in charge.
445. Home economics rooms, shops, offices and other rooms using electrically operated instructional equipment shall be supplied with a master electric switch readily accessible to the instructor or instructors in charge.

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**DOLORES COLBURG
SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA 59601**